

BULLETIN OF THE

# State Normal School

Fredericksburg, Virginia

## Summer School and School of Elementary Methods



JUNE 12th to JULY 18th, 1917

Examinations July 18, 19, 20

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RUSSELL HALL, FRONTING GROVE




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# State Normal School

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## Officers

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E. H. RUSSELL

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President State Normal School, Fredericksburg,  
*Director.*

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Dean State Normal School,  
*Dean and Lecturer on Geography.*

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Head Department of Science and Mathematics, State Normal School,  
*Arithmetic.*

EULA D. ATKINSON,  
Head Department Rural Arts, State Normal School,  
*Elementary Agriculture.*

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*English History, Theory and Practice.*

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High School Supervisor, State Normal School,  
*Reading, Grammar.*

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Superintendent-elect, Spotsylvania County,  
*Physical Geography, Civics.*

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Principal High School, Onley, Va.  
*U. S. History, Virginia History.*

GRACE HOUCHEN,  
Head Department Physical Education, State Normal School,  
*Hygiene.*

MARY PRICHARD TAYLOR,  
Special Art Student, Teachers College, New York City,  
*Drawing.*

HELEN C. PHILLIPS,  
Teacher Highland Park School, Virginia,  
*Spelling.*

LIZZIE CHAPLIN,  
Teacher Emporia School, Va.  
*Writing.*

# Faculty School of Elementary Methods

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E. F. BIRCKHEAD,

Superintendent Fredericksburg City Schools,

*Principles of Teaching for Primary and Grammar Grades, Teaching  
Children How to Study, Observation and Discussion.*

LUCY G. SAUNDERS,

Principal Training School, State Normal School,

*Methods in Literature and Reading, Methods in Language and Spelling,  
Observation and Discussion.*

W. N. HAMLET,

*Methods in Arithmetic, Grammar Grades.*

NELLIE R. KERLIN,

Newport News Schools,

*Methods in Arithmetic, Reading and Language, Primary and Grammar  
Grades.*

EULA D. ATKINSON,

*Agricultural Nature Study for Primary Grades, Nature Study and  
Home Geography.*

GRACE HOUCHEN,

*Songs and Games, Physical Education.*

MARY PRICHARD TAYLOR,

*Drawing and Methods.*

BURKE THOMPSON,

Teacher Public Schools, Richmond, Va.

*Critic Teacher, Grammar Grades.*

KATHERINE SELBY,

Teacher Public Schools, Richmond, Va.

*Critic Teacher, Primary Grades.*

NORA C. WILLIS,

*Pianist.*



# General Announcement

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Please read this booklet carefully.  
If further information be desired, write the director.

## OBJECT.

The State Summer School at Fredericksburg is conducted for the purpose of enabling the busy teachers of the State to better prepare themselves for service in the schools of the State. Teachers will be benefited by association and contact with one another, as well as by the definite instruction of the school. Every teacher should be ambitious to extend her sphere of influence and usefulness. Those who do this will inevitably be rewarded by positions of greater permanency and larger salaries.

While it is not an infallible rule, it is generally and usually correctly accepted that the higher the certificate held the greater the efficiency of the teacher; thus it behooves every teacher to strive for the highest grade of certificate.

The number of teachers holding high-grade certificates is rapidly increasing. The standard of requirement is getting higher every year and those holding inferior certificates must either improve or be forced out of the profession.

The courses offered at this school are intended for the following classes:

I. Those who intend to take the State examination for the first and second grade certificates. This course is largely a subject-matter course, and is designed as far as possible in the time allowed to prepare teachers for those examinations and at the same time giving them a broader teaching knowledge of the subjects.

II. Those teachers who wish to pursue the work for the summer school professional certificate—primary grades, and summer school professional certificate—grammar grades. The outline of these courses will appear elsewhere in the announcement. The full work is offered.

III. Teachers who are applying for extension of their certificates.

## SCHOOL AND ENVIRONMENT.

The school occupies about sixty acres on a ridge known as Marye's Heights. It is one of the most elevated points in Tidewater Virginia, and commands a magnificent view of the Rappahannock Valley. A most attractive feature of the school grounds is a beautiful grove of about seven acres. This grove contains many va-

rieties of our native trees and offers a delightful park for the students.

The topography of the campus is sufficiently rolling to render it in every way attractive. In the center of the grounds is a spring of pure water that enjoys an enviable local reputation.

The elevation of the school is such as to give at all times pure air.

The city of Fredericksburg is only one-half mile from the school. An elegant driveway and concrete side walk have been constructed. The students will have ample opportunity for church attendance, shopping and sight-seeing in the city.

The buildings are large, convenient and handsome, being of classic types of architecture. Every student's room is well lighted and ventilated. The dining room is large and splendidly lighted. The kitchen is supplied with every convenience and modern sanitary requirement. The stairways are constructed of fireproof material. Every student's room is furnished in mission style and contains stationary washstand with hot and cold water, dresser, center table, single beds, rugs, electric lights and two large inlet wardrobes. Altogether, the buildings are among the best constructed, most sanitary and convenient anywhere in the South.

### THE CITY OF FREDERICKSBURG.

This beautiful little city is one of the oldest and most historic in America. It was founded in 1727, and named for Frederick, Prince of Wales, father of George II. The town is situated on the Rappahannock river, one hundred and twenty-five miles from Chesapeake bay, and a pleasant ride from the capital of the United States and the capital of Virginia. It has the advantage of two railroads—the Richmond, Fredericksburg & Potomac and the Potomac, Fredericksburg & Piedmont—and also has a line of excellent steamboats. This old-fashioned, characteristic Virginia city teems with objects of interest—historic and otherwise. Here are found the home of Mary, the mother of Washington; Kenmore, the beautiful home of Colonel Fielding Lewis, who married a sister of Washington; the old Rising Sun Tavern, the resort of many of the notables of General Washington's day; the old house to which James Monroe held a pocket deed to qualify him for a seat in the House of Burgesses, and numerous other places associated with Revolutionary days. No place in America is more closely identified with the history of the War Between the States than Fredericksburg and the country adjacent. Here within a radius of fifteen miles was spilled, perhaps, more blood during this war than upon any equal area at any time on the face of the globe. Any lover of history must be delighted with a visit to Fredericksburg. The scenery in and around the city is beautiful, the climate unsurpassed, the water supply pure and abundant, and the health record is equal to that of any city in Virginia.

## THE FACULTY.

The members of the faculty are all experienced teachers and are in touch with the educational work and needs in the State. Each has been selected because of his special fitness for the subject he is to teach.

## SUMMER SCHOOL EXTENDED.

Teachers will please note that the summer school held at the Fredericksburg Normal will be a six-weeks' school. The professional courses for primary and grammar grades have been revised, and the first summer's revised course will be given in the summer of 1917. The State requires, beginning with the summer of 1917, three summers' work of six weeks each, within five years, on the basis of graduation from a first grade high school, or a first grade certificate, in order to secure the professional certificate, primary or grammar grade. Those teachers who have completed the first or first and second summer's work in this course will continue the old course on the old basis. Those who begin the professional course this summer will take the first summer's work of the new professional course. The following schedule should be noted carefully.

## SCHEDULE.

Registration for all students, Monday, June 11.

Lectures begin for all students, Tuesday, June 12.

Lectures close for first and second grade students, Tuesday, July 17.

Lectures close for 1st and 2nd summer professionals, Thursday, July 18.

Examinations are as follows:

Examinations for first and second grade certificates, July 18, 19, 20.

Examinations for first and second professionals, July 19, 20.

Examinations for third summer's professionals, July 6, 7.

## EXPENSES.

Tuition .....	Free
Registration fee for Virginians.....	\$1.50
Registration fee for non-Virginians .....	6.00
Board for the full session .....	24.00
Board for part of session, per week .....	5.00
Board for less than one week, per day .....	1.00

Board includes table board, furnished room in the Dormitory, bed linen, laundry, electric lights, use of bath room, with hot and cold water. Teachers will be expected to keep their own rooms in order. Board for regular session begins with dinner June 11th and ends with dinner July 20.

The expenses are as low as it is possible to make them. No reduction will be allowed for absence of less than a week, except on account of illness. This rule will apply for those entering late as well as those leaving during the session. Teachers entertaining visitors for meals will be expected to purchase meal tickets. These tickets will cost 25 cents a piece or five for \$1.00. The laundry will be in operation the second, third, fourth and fifth weeks of the school, and teachers will be allowed a reasonable number of pieces. Board must be paid upon entrance. Students will furnish their own napkins, towels and soap.

### DORMITORY REGULATIONS.

All teachers rooming in the dormitories are expected to be in their rooms when the lights are put out, and to respect the privileges of one another to the extent of keeping the dormitories as quiet as possible. They are also expected to conform to all other regulations made in the interest of the teachers and the school. These regulations will be announced at the opening of the session and at intervals during the session when necessary. After assignment to rooms teachers will not change their rooms without permission of the person in charge of the dormitories.

Students are expected to use the furniture and equipment without abuse and pay for any unnecessary damage.

### RAILROAD AND BOAT CONNECTIONS.

There are about fourteen trains arriving in Fredericksburg over the Richmond, Fredericksburg & Potomac Railroad from Richmond and a like number from Washington every day. These trains make connection at Richmond and Washington for all points and at Alexandria for all points on the Southern Railroad; at Doswell for all points on the Chesapeake & Ohio Railroad. The Potomac, Fredericksburg & Piedmont has one train a day to and from Orange Court House, where connection is made with the Southern and C. & O.

The Maryland, Delaware & Virginia Railway Company has a comfortable line of steamers running between Fredericksburg and Baltimore. The steamers leave Fredericksburg for Baltimore Sunday, Tuesday and Thursday at 2 P. M. and arrive from Baltimore every Monday, Wednesday and Friday. These steamers touch at all points on the Rappahannock river.

### WHEN YOU ARRIVE.

When you arrive at the depot or wharf, take a carriage or automobile to the Normal School. On arriving at the school, give your trunk check to Mrs. G. M. Harrison, Head of the Home, who will



have your trunk taken promptly to the school or to your boarding place in the city. Teachers will pay their own livery service—the charge for which is moderate. **Every trunk should be plainly marked with the student's name. This is important.**

### IMPORTANT NOTES.

Only a limited number can be accommodated in the dormitories. Those wishing to live in the dormitories are advised to make application for a room as soon as possible. Under no circumstances will rooms be reserved later than 2 P. M., June 11, except for students coming by boat; rooms engaged by them will be reserved till 9 A. M., June 12.

Teachers who have been exposed to typhoid fever, measles, or other contagious diseases are asked not to attend the school until all danger of contracting the disease has passed.

Teachers who are exhausted physically or nervously are advised not to attend this or any other summer school, but to spend the summer resting.

### LIBRARY.

The regular library of the State Normal School will be used by the Summer School. This is a good working library, containing reference books and books bearing especially upon the subjects taught in the various courses offered, also books of fiction and current newspapers and magazines.

The Library will be open from 4 P. M. to 6 P. M. and 8 P. M. to 10:45 P. M., every day, except Sunday. These hours may be changed if it is found desirable.

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## Courses of Study

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The Courses of study offered at this Summer School are (a) those subjects required for first and second grade certificates and (b) those subjects required for the Summer School Professional Certificate—Primary Grade and the Summer School Professional Certificate—Grammar Grade.

### COURSES LEADING TO FIRST AND LOWER GRADE CERTIFICATES.

The following are the courses for First and Second Grade certificates, respectively:



## FOR FIRST GRADE

1. Spelling
2. Reading
3. Writing
4. Arithmetic
5. Grammar
6. Geography
7. U. S. History
8. Virginia History
9. Civics
10. Hygiene
11. Drawing
12. Theory and Practice
13. Agriculture
14. Physical Geography
15. English History

## FOR SECOND GRADE

- Spelling
- Reading
- Writing
- Arithmetic
- Grammar
- Geography
- U. S. History
- Virginia History
- Civics
- Hygiene
- Drawing
- Theory and Practice

Please note the changes made in the subjects required for first grade certificate. Algebra is no longer required, and General History is no longer an optional subject. In addition to the second grade subjects, Agriculture, Physical Geography and English History are required.

All of these subjects will be offered at this school this summer.

The course in each of the subjects required for First and Second grade certificates is planned to cover the facts in those subjects in such a way as to make it altogether possible for any diligent and intelligent student to successfully stand the State examinations. While particular stress is laid upon this phase of the work, still as much of method as is possible to weave into the work will be given.

## TOPICAL OUTLINE OF FIRST GRADE SUBJECTS.

The State Department of Public Instruction publishes in Form E-18 a topical outline of all the subjects required for a first grade certificate. These outlines will be followed in the courses given at the Summer School. It will be well for each intending student to supply herself with one of these outlines by application to the Department in Richmond. These outlines are not reprinted in this catalogue because of the unnecessary cost, inasmuch as they may be obtained as stated above.

# School of Elementary Methods

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Summer School Professional Certificate—Primary Grades.

Summer School Professional Certificate—Grammar Grades.

As was expected these certificates have proved popular, inasmuch as they enable those teachers who are high school graduates or hold first grade certificates, to secure by attendance at such summer normal schools as provide for the work, a Professional Certificate, good practically for life. The subjects embraced in these two Professional Certificates are such as the teachers have to teach in the Primary and Grammar Grades.

The Roman numbers indicate the summer in which the several courses are given. Thus, "Methods in Reading I." indicates that this course is given the first summer.

The professional courses, as here outlined, Primary and Grammar Grades, are the courses which will be given this summer. The first summer's course, in both Primary and Grammar Grades, is the revised course. The second and third summers' course are the old courses. The revised second and third summer's courses will be published in detail next spring.

The only prerequisite in beginning work on either of these certificates is the previous graduation from a first grade high school or the possession of a first grade certificate. By attendance at this summer school for three summers, beginning this summer, and accomplishing the work prescribed, such teachers as are eligible to begin the work on these certificates will be awarded the certificates for which they have worked. This summer school gives all of the work leading to these certificates. The work is outlined in detail as follows:

## COURSE FOR SUMMER SCHOOL PROFESSIONAL CERTIFICATE—PRIMARY GRADES.

### FIRST SUMMER.

Principles of Elementary Education, I .....	30 periods
Methods in Reading, I .....	30 periods
Methods in Language, I .....	30 periods
Arithmetic, I .....	30 periods
Songs and Games, I .....	30 periods
Writing, I .....	30 periods

NOTE: This course is the first summer's work of the new or revised professional course and is open to holders of first grade certi-

cates and graduates of first grade Virginia High Schools. Such graduates are now permitted to take this course without teaching experience and have the work count toward their professional certificate. This course, or the first summer's course for grammar grades, is now required of such high school graduates as a prerequisite for obtaining a first grade high school certificate.

#### SECOND SUMMER.

Principles of Teaching, II .....	10 periods
Methods in Reading, II .....	10 periods
Agricultural Nature Study, II .....	30 periods
Drawing, II .....	30 periods
Teaching Children to Study, II .....	20 periods
Observation and Discussion, II .....	20 periods

NOTE: This course is the second summer's work of the old professional course of three summers of 20 days combined into two summers of 30 days. This course is to be taken by those students who took the first summer's work last summer (1916). On completing this, such students will receive their certificates.

#### THIRD SUMMER.

Methods in Reading, III .....	20 periods
Nature Study and Home Geography, III .....	20 periods
Drawing, III .....	20 periods
Teaching Children to Study, III .....	20 periods
Observation and Discussion, III .....	20 periods

NOTE: This course is the third summer's work of the old professional course, and should be taken by those teachers who have completed the first two summer's work of the old course. On completing this, such students will receive their certificates.

### COURSE FOR SUMMER SCHOOL PROFESSIONAL CERTIFICATE—GRAMMAR GRADES.

#### FIRST SUMMER.

Principles of Elementary Education, I .....	30 periods
Methods in Language and Spelling, I .....	30 periods
Methods in Civics and History, I .....	30 periods
Methods in Writing, I .....	30 periods
Arithmetic, I .....	30 periods
Songs and Games, I .....	30 periods

NOTE: This course is the first summer's work of the new or revised professional course and is open to holders of first grade certificates and graduates of first grade Virginia High Schools. Such graduates are now permitted to take this course without teaching experience and have the work count toward their professional certifi-

cate. This course, or the first summer's course for primary grades, is now required of such high school graduates as a prerequisite for obtaining a first grade high school certificate.

#### SECOND SUMMER.

Principles of Teaching, II .....	10 periods
Methods in Language, II .....	10 periods
Methods in Arithmetic, II .....	10 periods
Teaching Children to Study, II .....	20 periods
Methods in Literature and Reading, II .....	20 periods
Methods in Hygiene, II .....	20 periods
Songs and Games, II .....	30 periods
Observation and Discussion, II .....	20 periods

NOTE: This course is the second summer's work of the old professional course of three summers of 20 days combined into two summers of 30 days. This course is to be taken by those students who took the first summer's work last summer (1916). On completing this, such students will receive their certificates.

#### THIRD SUMMER.

Teaching Children to Study, III .....	20 periods
Methods in Literature and Reading, III .....	20 periods
Methods in Drawing, III .....	20 periods
Methods in Hygiene, III .....	20 periods
Songs and Games, III .....	20 periods
Observation and Discussion, III .....	20 periods

NOTE: This course is the third summer's work of the old professional course and should be taken by those teachers who have completed the first two summers' work of the old course. On completing this, such students will receive their certificates.

#### OUTLINE OF COURSES.

Students will please note the outline of courses in the following pages. These outlines are in the order given above. No attempt is made to present anything like a complete outline, but merely a brief statement of each course, so as to give some idea of the material to be covered. The State Department of Public Instruction is preparing complete outlines of the revised professional courses for both primary and grammar grades, which will be published in pamphlet form by the Department.



# Outline for Primary Grades

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## PRINCIPLES OF ELEMENTARY EDUCATION I—30 Periods.

This course undertakes to give the student something of the underlying principles of education—its meaning and aims; its processes in human behavior through instincts and habits; and its means and materials. Some of the more concrete and practical subjects treated in the course are: training in study; moral education; organization of the curriculum; methods of measuring results obtained in spelling, writing, arithmetic, composition, habits, powers, etc.; and the testing of results obtained generally in the school work. The specific problems confronted by the teachers in the conduct of their schools are discussed so far as time permits.

## METHODS IN READING I.—30 Periods.

The course in reading will give teachers the fundamental principles underlying the teaching of reading. The principal methods of teaching reading are illustrated and discussed, that the best from each method may be recognized and used.

The four primers—Aldine, Playmates, Howell and Ward—which may be used as basal texts in the schools of Virginia are studied and methods of teaching them are given, that teachers taking this course may be placed in a position to teach successfully any text book which is on the State list. For help in this work, teachers are asked to bring with them primers and first and second readers which can be used in the schools of the State.

Conversation lessons as an aid in reading; child interests upon which blackboard reading lessons are based, illustration lesson in primary reading, rhyme, action sentences, phonics, how to present lessons in the primer and first reader are among the topics discussed in the first term's work.

## METHODS IN LANGUAGE I.—30 Periods.

This course deals mainly with language expression, but it also deals with language appreciation. It aims to aid teachers to train children not only to use good English but to appreciate good literature.

During the first summer emphasis is placed upon the necessity for oral language rather than written language in primary grades. Some of the principal topics are: The use of systematic conversation les-



sons based on children's interests; reproduction of fables and stories; games to correct common mistakes of children; the memorizing of nursery rhymes and poems; picture study; dramatization; the beginning of written work, forms in written work and the teaching of capitalization and punctuation.

#### ARITHMETIC I.—30 Periods.

This course is intended for those planning to teach in primary grades. It will present the subject from the teacher's standpoint making a survey of the field; employing the number of experiences of the child as a basis for arithmetic. It will aim to develop and illustrate principles and methods of instruction, to present outlines for each grade, to introduce methods and devices for interesting the pupils, to trace briefly the history of mathematics as it relates to these grades, and to correlate arithmetic with other subjects. Class discussion will be based on observation of the work of the grades.

#### SONGS AND GAMES I.—30 Periods.

This course includes rote singing as a basis for musical training for primary children and will be treated under the following heads: Aims, general and specific; method of presentation; selection and grading of songs; list of songs and sources of material; classification of song material correlating with general subjects of the curriculum; kind of rote songs, as art songs and songs as basis for future technical work in music.

Help in the use of the pitch pipe and how to deal with monotones will receive special attention.

Simple singing games and folk dances will be presented as a means of cultivating the rhythmic sense and securing freedom of expression and social control in the free play period of school-room and playground. Programs of games for special festival and holiday celebrations will be given. The playing of games upon the lawn in the evening will be a special feature of the course.

#### WRITING I.—30 Periods.

This is a course in writing and writing methods. An examination of the various writing systems is made and criticised. Emphasis is laid upon the system adopted for use in Virginia. Special attention is given to the teaching of writing in the primary grades. In addition, practice writing is required of all students.

#### PRINCIPLES OF TEACHING II.—10 Periods.

This course attempts to present in a practical way the elementary principles underlying the teaching and learning processes. The

following are some of the topics which are studied and discussed: The physical nature of the child, instincts and capacities, habit formation and habit breaking, interest and attention, apperception, the reasoning process, motor and moral training, the inductive and the deductive lesson, correlation. Each of these topics is treated with special reference to its importance in both the learning and the teaching process.

Emphasis is placed on the results of observation of class teaching. The teaching experience brought to the class furnishes practical opportunities for discussion and test of theories presented. Free class discussion is encouraged.

#### METHODS IN READING II.—10 Periods.

In the second summer methods of teaching reading in the second, third and fourth years of school life are studied. Especial attention is given to the reading of poetry, phonics in the second and third year. The importance of silent reading as thought getting and oral reading for expressive thought giving, dramatization as a means of improving reading and supplementary reading.

Teachers who are taking this course are asked to bring with them second, third and fourth readers which are used in their own schools. Briggs and Coffman's "Reading in the Public Schools" is used as a text.

#### AGRICULTURAL NATURE STUDY II.—30 Periods.

This course centers around the making of a school garden, beautifying the school grounds and growing window plants. It includes a study of the life history of the common garden insects, beneficial and injurious, through observation connected with actual garden work. It also includes some of our most common birds and their economic relation to man.

Opportunity will be given to observe and help care for a school garden. In addition to the preparation of soil, laying off garden, planting and taking care of plants, other related manual activities will be emphasized, such as making envelopes for seeds, trellises for vines, boxes for plants, measuring sticks, labels, etc.; also how this work may be correlated with arithmetic and language, as measuring, making plants, ordering and finding the cost of seeds, etc.

Beautifying schools grounds can not be participated in during one summer month, but plans and means may be discussed and made practical, such as selection of vines to give comfort and beauty; rooting of slips and setting out of hedges; care and distribution of trees; flowers best adapted to grounds and that give best returns for labor and expense.

## DRAWING II.—30 Periods.

This course will be adapted to conditions where the teacher has charge of two or more primary grades. It will give teachers practice in using crayola, pencils and water colors in making representative and artistic drawings. These drawings will be based on the children's experience in garden work, used as illustrations of poems and stories, and for designing artistic and useful objects in connection with the home.

This course will also give suggestions as to how paper cutting, clay modeling, and the use of native materials like fall seeds and leaves may be used as educative seat work in art.

## TEACHING CHILDREN TO STUDY II.—20 Periods.

This course is concerned with a brief consideration of the nature and importance of study, and how students may be led to acquire right methods and habits in mastering subjects. An effort is made to improve the teacher's power of study, and to outline principles for leading children to form right habits in study from the time of entering school. Some of the topics discussed are: The factors in proper study; good study assignments; the class hour; supervised study; and home study. McMurry's "How to Study and Teaching How to Study" is used as a basis for this course.

## OBSERVATION AND DISCUSSION II.—20 Periods.

## METHODS IN READING III.—20 Periods.

Same as Methods in Reading II. except that the work is continued for twice the time.

## NATURE STUDY AND HOME GEOGRAPHY III.—20 Periods.

This course will give opportunity for direct observation and study of natural forces of the world with which the child is familiar and of the physical life in which he is most interested. The emphasis will be upon means of getting first-hand knowledge and choice of material for observational study. Part of the work will be observation and discussion of illustrative lessons. Excursions appropriate to primary grades will be taken by the class and their uses with children discussed.

The educational purposes of nature study, its relation to other parts of the curriculum and to the life of the child, and sources of information for the teacher will be discussed along with beginning geography, both as a phase of nature study and as an outgrowth of the child's interest in the home and neighborhood activities. The practical problems of the members of the class will form a feature of the course.

DRAWING III.—20 Periods.

Same as Drawing II., except that the work is for 20 periods only.

TEACHING CHILDREN TO STUDY III.—20 Periods.

Same as Teaching children to Study II.

OBSERVATION AND DISCUSSION III.—20 Periods.

Same as observation and Discussion II.

# Outline for Grammar Grades

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## PRINCIPLES OF ELEMENTARY EDUCATION I.—30 Periods.

Same as Principles of Elementary Education I, Primary Grades, and will be taught in combination with that class.

## METHODS IN LANGUAGE AND SPELLING I.—30 Periods.

This course is of the same general nature as Language I, primary grades, except that the work will be adapted to the grammar grades and Spelling methods will be included. See outline of course referred to.

## METHODS IN CIVICS AND HISTORY I.—30 Periods.

This course aims to take up the methods of teaching History and Civics which seem most valuable to the child and his world. Throughout the course civics is viewed from the standpoint of affording training in civic life, and of providing the necessary experience for the interpretation of past and current history.

This history is considered as furnishing illustrations of civic problems, as explaining the present and as providing vital material for the valuation of conduct and the appreciation of the heroic.

During the first term this course will consider the educational functions of civics and history in grammar grades, and take up especially those methods of teaching which pertain to vitalizing the subject-matter. Among the topics for discussion will be: The civic life of the home and school; the child as a citizen therein; dramatization as a means of teaching city, county, State, and national governments; current events and how to use them; relative values in the selection of subject-matter and the emphasis of details; related facts as opposed to isolated facts; industrial history; physical and industrial geography as determining history; maps, pictures, constructive work and historical plays as aids to visualization and correlation with literature.

References for material beyond the text will be given and a suggestive course in elementary civics outlined.

## METHODS IN WRITING I.—30 Periods.

This course will be on the same plan as Writing I, Primary Grades, except that the work will be adapted to the needs of the grammar grades.



## ARITHMETIC I.

This course consists of a thorough review of the subject matter of arithmetic, and is essentially the same work given in the regular course, and will be taught in combination with one of those classes.

## SONGS AND GAMES I.—30 Periods.

This course consists of the selection and study of classic and standard rote songs adapted to the ability of upper grade pupils, presented with a view to securing excellent tone qualities and a more artistic rendition through the melodic interpretation of the text.

Rounds, catches and glees will be presented solely by imitation as an attractive method of securing part singing.

Singing games and folk dances, which typify more advanced stages of development than those of the primary course, will be given as a purely recreative feature.

The pageant as a factor in commemorating civic and historical events and the festival as the expression of an early folk life will be discussed. If time permits, one of the latter will be arranged and presented by students enrolled in the music course.

## PRINCIPLES OF TEACHING II.—10 Periods.

Same as Principles of Teaching I, Primary Grades, and will be taught in combination with that course.

## METHODS IN ARITHMETIC II.

This course is intended for those planning to teach in grammar grades. The general scope of the work will be the same as for the primary grades, but will be based upon the work and observation of the grammar grades. Teachers having copies of "The Teaching of Arithmetic"—Stamper, are requested to bring them.

## METHODS IN LANGUAGE II.—10 Periods.

The general aims of this work are the same as those of the course outlined for the first term, but the treatment of language is more advanced. All of the important principles of English grammar are studied in detail, and the students are given a good deal of practice in both oral and written expression, to the end that their speech and writing may be worthy of imitation by the children of their classes. The correction of common errors in the use of language is considered carefully; and the comparative merits of usage and authority are discussed, in order that the teacher may have a true standard of judg-

ment in criticizing the work of elementary-school pupils. Several periods are devoted to the study of problems in spelling and in the teaching of spelling.

While these aims will be accomplished as nearly as possible, the needs of individual members of the class will receive due attention.

#### METHODS IN ARITHMETIC II.—10 Periods.

This course is a continuation of Methods in Arithmetic I, for grammar grades given last summer and is for 10 periods only.

#### TEACHING CHILDREN TO STUDY II.—20 Periods.

This course is the same as Teaching Children to Study III, Primary Grades, and will be taught in combination with that course.

#### METHODS IN LITERATURE AND READING II.—20 Periods.

The chief aim of this course is to enable the teacher to become a better teacher of reading; it will also give help in the teaching of the literary phases of good reading and selections.

The work outlined in reading for primary course will be studied as a basis for upper grade methods. Special attention will be given to the distinction between oral and silent reading. The importance of the teacher's being able to read well orally will be stressed; and teachers will be taught in improving their own oral expression. Suggestions will be given for selecting literature appropriate for study and reading in the respective grammar grades, and typical selections will be studied and read as part of the work of this class. The term's work will include the teaching of at least one short poem, one long poem, one prose selection, and, if time permits, one simple novel.

Other topics are how to use the dictionary, special drill to correct bad habits of speech, the importance of correct standing position in reading and how to make good assignments for study.

#### METHODS IN HYGIENE II.—20 Periods.

This course consists of an examination of the place of hygiene in the course of study and of the approved methods of presenting this subject. Necessarily a good portion of subject-matter is covered, and especial stress is laid upon school hygiene and sanitation.

#### SONGS AND GAMES II.—30 Periods.

This course is a continuation of Songs and Games I. The work is taken up in the more advanced stages, and a knowledge of the

work of the first summer is a prerequisite to an appreciative understanding of the material included here.

#### OBSERVATION AND DISCUSSION II.—20 Periods.

#### TEACHING CHILDREN TO STUDY III.—20 Periods.

Same as Teaching Children to Study II.

#### METHODS IN LITERATURE AND READING III.—20 Periods.

The chief aim of this course is to enable the teacher to become a better teacher of reading; it will also give help in the teaching of the literary phases of good reading and selections.

The work outlined in reading for primary course will be studied as a basis for upper grade methods. Special attention will be given to the distinction between oral and silent reading. The importance of the teacher's being able to read well orally will be stressed; and teachers will be taught in improving their own oral expression. Suggestions will be given for selecting literature appropriate for study and reading in the respective grammar grades, and typical selections will be studied and read as part of the work of this class. The term's work will include the teaching of at least one short poem, one long poem, one prose selection, and, if time permits, one simple novel.

Other topics are how to use the dictionary, special drill to correct bad habits of speech, the importance of correct standing position in reading and how to make good assignments for study.

#### METHODS IN DRAWING III.—20 Periods.

This suggestive course in drawing is based upon the Prang Course in Art Education. While the work is arranged from the academic standpoint, it is intended that methods of presenting the subject shall be considered throughout and a part of the time will be given to this phase of the work in connection with the lessons as they are taught.

The purpose of the course is to develop an appreciation of the beautiful and the ability to express this appreciation, and also to discover original power and encourage its expression in each pupil.

The following is a brief outline of the course:

I. *Landscape*.—Drawing landscapes, including sky, foreground, distance, patch, and objects of interest. Study many arrangements to learn correct space divisions. Work out these results in charcoal or pencil and water color, illustrating different seasons of the year and times of the day.

II. *Spray Compositions*.—Arrange studies of grasses, flowers, leaves, seed pods, or similar objects. With the finder select well-

related enclosing forms. Draw the studies in different mediums and in different ways, such as accented pencil outline, and the beneficial effects of aesthetic influence upon mental tension.

### METHODS IN HYGIENE III.—20 Periods.

Same as Methods in Hygiene II.

### SONGS AND GAMES III.—20 Periods.

Same as Songs and Games II., except that the class is for 20 periods only.

### OBSERVATION AND DISCUSSION III.—20 Periods.

### VACATION SCHOOL.

The vacation school is composed of two rooms, one primary and one grammar grade, taught by teachers specially trained for this type of work. These classes furnish excellent opportunity for teachers to see work done under normal conditions, and with types of children such as will be met in any public school of Virginia.

### OBSERVATION AND DISCUSSION.

This course is intended to give teachers opportunity for observation of the fundamental subjects taught in the primary and grammar grades of the vacation school. The principles underlying the teaching of subjects observed and methods used in teaching these subjects are discussed with the directors of the vacation school, Mr. Birckhead and Miss Saunders.

This course is required for second and third year classes in both primary and grammar grades. Observation and discussion periods are provided for second and third year classes—20 periods for first four weeks.

### OVERWORK.

While seven lecture periods are provided in the schedule, it is not contemplated or desired that any student take lectures on subjects covering all these periods. On the average five periods of lecture work is the amount of lecture work advised. In special cases, after consultation with the Dean, students may be permitted to take six periods of lectures, but no more. This restriction is made in the interest of the health of the students, lest they should overtask their strength.

## STATE EXAMINATIONS.

The regular State examinations will be held at the school July 18, 19, 20.

The examinations will be held under the regulations of the State Board of Education. Examinations will be given on subjects required for first and second grade certificates, and also on the work covered for the Summer School Professional certificate—primary grades and for the Summer School Profession certificate—grammar grades. See elsewhere for schedule.

## ARRIVE ON TIME.

NOTE: Students are urged to arrive in full time to register on the 11th and begin class work on the 12th.

Students arriving by boat Monday evening, June 11th, need not spend the night on the boat, but will be accommodated in the dormitories.

In order to make the full attendance it will be necessary to attend classes the first day—June 12. Students arriving that day may attend classes and register during the day.



## TEXT BOOKS.

The books to be used as the basis for the work for first and second grade certificates are given below. The names of the publishers and their addresses, together with prices of books, are also given. Teachers are advised to provide themselves with such of these books as they will use. Any other standard books on the several subjects may, in most cases, be used instead of the regular texts, and teachers should bring with them such of these as they have. Books may be ordered for students after their arrival and assignment to classes, but this will not be done except upon written request. In all such cases the students are obliged to take and pay for the books ordered.

In the professional courses the texts are given in most cases with the statement of the several courses, and the same rule obtains as to ordering books.

## TEXTS FOR FIRST GRADE CERTIFICATE COURSE.

New World Speller, grades 5 to 7 inclusive.—World Book Co., Yonkers, N. Y. ....	.17
Smith's Modern Advanced Arithmetic—Ginn & Co., 70 Fifth Ave., N. Y. ....	.40
Frye's Higher Geography, Virginia Edition—Ginn & Co., 70 Fifth Ave., N. Y. ....	.88
Briggs & Coffman's Reading in Public Schools, Row, Peterson & Co., Chicago, Ill. ....	90
Emerson & Bender's Modern English, Book II., The MacMillan Co., 64 Fifth Ave., N. Y. ....	.48
Smithy's History of Virginia—American Book Co., 100 Washington Square, N. Y. ....	.54
Ritchie's Human Physiology	} World Book Co.,
Ritchie's Primary of Health and Sanitation	
Yonkers, N. Y. ....	
Forman's Essentials of Civil Government with Virginia Supplement— American Book Co., N. Y. ....	.54
Lincoln's Everyday Pedagogy—Ginn & Co. ....	.80
Tarr's New Physical Geography—MacMillan Co., N. Y. ....	.80
Snyder's First Year Science—Allyn & Bacon. ....	1.18
Tappan's England's Story—Houghton, Mifflin Co., 4 Park St., Boston, Mass. ....	.81
Cheyney's Short History of England—Ginn & Co., N. Y. ....	1.32
Duggar's Agriculture for Southern Schools—MacMillan Co., N. Y. ....	.60
Our Republic, History of U. S.—Richmond Press. ....	.45



# Schedule of Lectures

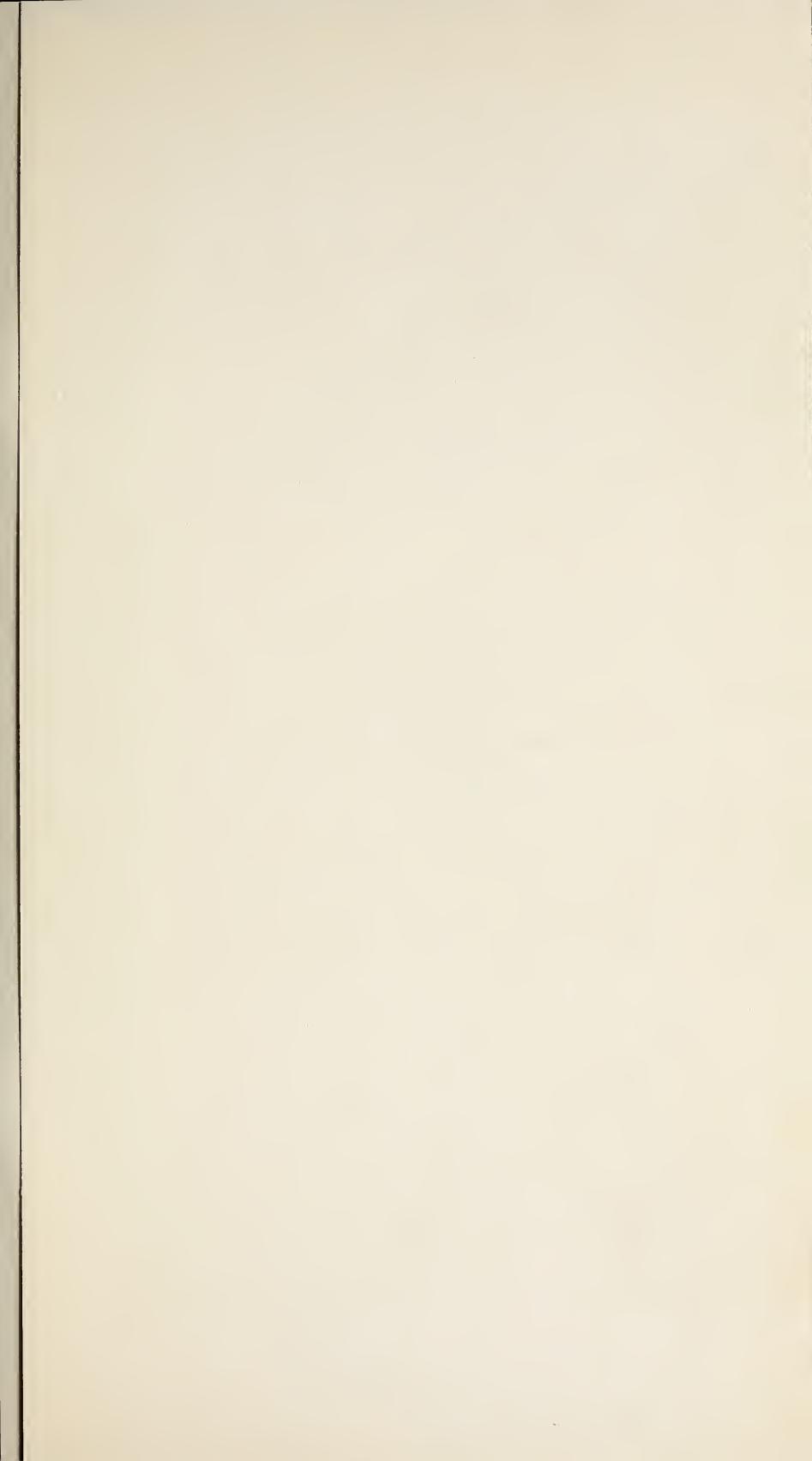
## PROFESSIONAL COURSE

HOUR	SUBJECT	DAYS	INSTRUCTOR	ROOM
8:00	Assembly . . . . .	30	Faculty	Aud.
8:20	Methods in Lan., Pri. I . . . . .	30	Miss Kerlin	8
	Agr. Nature Study, Pri. II . . . . .	30	Miss Atkinson	16
	Drawing, Pri. III . . . . .	20	Miss Taylor	19
	Meth. in Lan. and Spelling, Gr. I . . . . .	30	Miss Saunders	1
	Methods in Arith., Gr. II . . . . .	10	Mr. Hamlet	3
	Methods in Hygiene, Gr. II . . . . .	20	Mr. Davis	5
	Methods in Hygiene, Gr. III . . . . .	20	Mr. Davis	5
9:00	Principles El. Ed., Pri. I . . . . .	30	Mr. Birckhead	11
	Methods in Reading, Pri. II . . . . .	10	Miss Kerlin	8
	Methods in Reading, Pri. III . . . . .	20	Miss Kerlin	8
	Principles El. Ed. Gr. I . . . . .	30	Mr. Birckhead	11
	Methods in Lit. and Read., Gr. II . . . . .	20	Miss Saunders	1
	Methods in Lan. Gr. II . . . . .	10	Miss Saunders	1
	Meth. in Lit. and Read., Gr. III . . . . .	20	Miss Saunders	1
9:40	Arithmetic, Pri. I . . . . .	30	Miss Kerlin	8
	Teaching Ch. to Study, Pri. II . . . . .	20	Mr. Birckhead	11
	Principles of Teaching, Pri. II . . . . .	10	Mr. Birckhead	11
	Teaching Ch. to Study, Pri. III . . . . .	20	Mr. Birckhead	11
	Arithmetic, Gr. I . . . . .	30	Mr. Hamlet	3
	Teaching Ch. to Study, Gr. II . . . . .	20	Mr. Birckhead	11
	Principles of Teaching, Gr. II . . . . .	10	Mr. Birckhead	11
	Teaching Ch. to Study, Gr. III . . . . .	20	Mr. Birckhead	11
10:20	Songs and Games, Pri. I . . . . .	30	Miss Houchen	Gym.
	Drawing, Pri. II . . . . .	30	Miss Taylor	19
	Nat. S. and Home Geog., Pri. III . . . . .	20	Miss Atkinson	16
	Methods in Writing, Gr. I . . . . .	30	Miss Chaplin	18
	Observation, Gr. II . . . . .	20	Miss Saunders	1
	Observation, Gr. III . . . . .	20	Miss Saunders	1
11:00	Methods in Reading, Pri. I . . . . .	30	Miss Kerlin	8
	Observation, Pri. II . . . . .	20	Miss Saunders	1
	Observation, Pri. III . . . . .	20	Miss Saunders	1
	Meth. in Civ. and His., Gr. I . . . . .	30	Mr. Davis	5
	Songs and Games, Gr. II . . . . .	30	Miss Houchen	Gym.
	Songs and Games, Gr. III . . . . .	20	Miss Houchen	Gym.
11:40	Writing, Pri. I . . . . .	30	Miss Chaplin	18
	Discussion, Pri. II . . . . .	8	Miss Saunders, Mr. Birckhead, Miss Selby	1
	Discussion, Pri. III . . . . .	8	Miss Saunders, Mr. Birckhead, Miss Selby	1
	Discussion, Gr. II . . . . .	8	Miss Saunders, Mr. Birckhead, Miss Thompson	1
	Discussion, Gr. III . . . . .	8	Miss Saunders, Mr. Birckhead, Miss Thompson	1
	Songs and Games, Gr. I . . . . .	30	Miss Houchen	Gym.
12:20	Drawing, Gr. III . . . . .	20	Miss Taylor	19
9-12	Vacation School, Grade II & III . . . . .	20	Miss Selby	2
9-12	Vacation School, Grade IV & V . . . . .	20	Miss Thompson	4

## REGULAR COURSE

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HOOR	SUBJECT	DAYS	INSTRUCTOR	ROOM
8:00	Assembly . . . . .	30	Faculty	Aud.
8:20	Grammar . . . . .	30	Miss Peoples	15
	Civics . . . . .	30	Mr. Chiles	17
	Hygiene . . . . .	30	Miss Houchens	9
	U. S. History . . . . .	30	Miss Le Cato	7
	Writing . . . . .	30	Miss Chaplin	18
9:00	Grammar . . . . .	30	Miss Peoples	15
	Arithmetic . . . . .	30	Mr. Hamlet	3
	Writing . . . . .	30	Miss Chaplin	18
	Engllsh History . . . . .	30	Mr. Davis	5
	Geography . . . . .	30	Mr. Chandler	7
9:40	Reading . . . . .	30	Miss Peoples	15
	Virginia History . . . . .	30	Miss Le Cato	7
	Drawing . . . . .	30	Miss Taylor	19
	Theory and Practice . . . . .	30	Mr. Davis	5
10:20	Reading . . . . .	30	Miss Peoples	15
	Virginia History . . . . .	30	Miss Le Cato	7
	Arithmetic . . . . .	30	Mr. Hamlet	3
	Theory and Practice . . . . .	30	Mr. Davis	5
	Civics . . . . .	30	Mr. Chiles	17
11:00	Agriculture . . . . .	30	Miss Atkinson	16
	Physical Geography . . . . .	30	Mr. Chiles	17
	United States History . . . . .	30	Miss Le Cato	7
	Arithmetic. . . . .	30	Mr. Hamlet	3
	Drawing . . . . .	30	Miss Taylor	19
11:40	Grammar . . . . .	30	Miss Peoples	15
	Civics . . . . .	30	Mr. Chiles	17
	Spelling . . . . .	30	Miss Phillips	9
	Geography . . . . .	30	Mr. Chandler	7
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	Writing . . . . .	30	Miss Chaplin	18



ONE OF THE DORMITORIES AND RUSSELL HALL



CORNER IN DINING ROOM



A STUDENT'S ROOM



VIEW OF FREDERICKSBURG FROM THE SCHOOL



